REMARKS

Claims 1-21 are pending with this paper. Claims 1-19 are rejected by this Office Action. Applicant is amending claims 1, 10, and 19. Applicant is adding claims 20 and 21, which are supported by the specification as originally filed, e.g., page 23, lines 19-38 and page 20, line 34 – page 21, line 26.

Applicant thanks the Examiner for the telephonic interview on September 27, 2006.

Claim Rejections - 35 U.S.C. §102

Claims 1-6, 9-15, and 18-19 are rejected under 35 U.S.C. 102(b) as being anticipated by U.S. Patent No. 5,727,950 (Cook).

Applicant is amending claim 1 to include the features of "selecting a plurality of the active pieces of remediation for delivery, **the plurality of the active pieces of remediation including at least two concepts, each concept being associated with a different corresponding target on an application interface.**" (Emphasis added.) A real-world activity may require the integration of a plurality of ideas. For example, the specification discloses (Page 23, lines 19-28.):

> Target groups are sets of targets which are evaluated as one. Returning to the severity principle of the feedback theory, it is clear that the tutor needs to identify how much of the activity the student does not understand. Is it a global problem and the student does not understand anything about the activity? Or, is it a local problem and the student simply is confused over one concept? Using the feedback algorithm described earlier, the tutor will return the highest target group in which there is feedback. This algorithm requires that the designer start with large target groups and make sub-groups which are children of the larger groups. The ICAT allows students to group targets in more than one category. Therefore a debit target for transaction thirteen can be in a target group for transaction thirteen entries as well as a target group about debits and a target group which includes all source documents. Target should be grouped with four key ideas in mind. Target groups are grouped according to: Concepts taught; Interface constraints; Avoidance of information overload and Positive reinforcement.

The amendment is supported by the present patent application as originally filed. For example, the specification discloses (Page 21, lines 1-9. Emphasis added.):

> Figure 21 illustrates the mapping of a source item to a target item in accordance with a preferred embodiment. When the student is ready, he submits his work to

one of the simulated team members by clicking on the team member's icon. When the ICAT receives the student's work, it calculates how much of the work is correct by concept. **Concepts in our journalization activity will include Debits, Credits, Asset Accounts, etc.** For each of these concepts, the ICAT will review all student actions and determine how many of the student actions were correct. In order for the ICAT to understand which **targets on the interface are associated with each concept**, the targets are bundled into target groups and prioritized in a hierarchy. **Once all possible coach topics are activated, a feedback selection analyzes the active pieces of remediation within the concept hierarchy and selects the most appropriate for delivery. The selected pieces of feedback are then assembled into a cohesive paragraph of feedback and delivered to the student.**

In reference to Figure 20, the present specification discloses a journalization task that includes a plurality of concepts (e.g., debits, credits, and asset accounts). Similarly, Applicant is amending claim 10 to include the feature of "logic that selects a plurality of the active pieces of remediation for delivery, the plurality of the active pieces of remediation including at least two concepts, each concept being associated with a different corresponding target on an application interface." Also Applicant is amending claim 19 to include the feature of "selecting a plurality of the active pieces of remediation for delivery, the plurality of the active pieces of remediation including at least two concepts, each concept being associated with a different corresponding target on an application interface."

Regarding claim 1, Cook fails to teach the features of "selecting a plurality of the active pieces of remediation for delivery, the plurality of the active pieces of remediation including at least two concepts, each concept being associated with a different corresponding target on an application interface," "assembling the plurality of the active pieces of remediation into a cohesive unit of feedback," and "delivering the cohesive unit of feedback." The above features include a plurality of active pieces of remediation material that includes at least two concepts, where each target is associated with a target on an application interface, and that are delivered into a cohesive unit of feedback. What Cook discloses (Column 11, lines 26-42. Emphasis added.)

> The materials engine can adjust its sequence of systems presentation in response to student responses. At a next level, the requests and responses exchanged between the student and the materials engine can follow several patterns known in the arts of computer based instruction and which, for example, include the following. First, the student can respond to questions presented by the materials

engine, and in the course of responding, can ask for advice or hints, the use of a tool such as a calculator, or other relevant assistance. **Second, the student can advance to the next item, lesson, or unit. Third, in case of error, the student can request, or automatically be presented with appropriate repeat, review, or remediation materials.** Finally, at a higher level these patterns of interactions can be analyzed to provide more adaptive responses from the system.

Cook merely discloses the student advancing from one exercise (item, lesson, or unit) to another exercise and receiving remediation information about a <u>single</u> concept in the case of an error. For example, fig. 4 in Cook discloses a student completing lesson 11 (element 501) in order to understand the concept of adding fractions. The student receives text (remediation material) 506 and meta-response 508 about the concept in response to the student's incorrect entry 504. Similarly, fig. 5 in Cook discloses a student interacting with the ABI system during a mathematical homework session in what appears to be directed to mathematical addition. The student receives response 406, meta-response 408, and meta-response 410 to guide the student in completing the mathematics homework.

Similarly, claim 10 includes the features of "logic that selects a plurality of the active pieces of remediation for delivery, the plurality of the active pieces of remediation including at least two concepts," "logic that assembles the plurality of the active pieces of remediation into a cohesive unit of feedback," and "logic that delivers the cohesive unit of feedback." Also, claim 19 includes the features of "selecting a plurality of the active pieces of remediation for delivery, the plurality of the active pieces of remediation including at least two concepts," "assembling the plurality of the active pieces of remediation into a cohesive unit of feedback," and "delivering the cohesive unit of feedback." Claims 2-6, 9, 11-15, and 18 ultimately depend from claims 1 and 10 and thus are <u>not</u> anticipated by Cook. Applicant requests reconsideration of claims 1-6, 9-15, and 18-19.

Claim Rejections - 35 U.S.C. §103

Claims 7-8 and 16-17 are rejected under 35 U.S.C. 103(a) as being unpatentable over Cook in further view of W.I.P.O. International Publication Number WO 97/44766 (Cook₂).
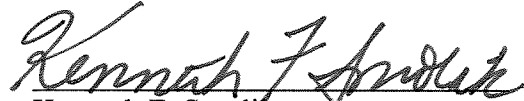
Claims 7-8 and 16-17 depend from claims 1 and 10, respectively. Moreover, Cook₂ does not remedy the deficiencies of Cook. As with Cook, Cook₂ merely discloses a single-concept

training system. Thus, claims 7-8 and 16-17 are patentable for at least the above reasons. Applicant requests reconsideration of claims 7-8 and 16-17.

All objections and rejections have been addressed. Hence, it is respectfully submitted that the present application is in condition for allowance, and a notice to that effect is earnestly solicited.

Respectfully submitted,

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